



KINGSTON ELEMENTARY

4580 Hwy. 472
Conway, S.C. 29526

GRADES PK-5 Elementary School

ENROLLMENT 427 Students

PRINCIPAL Mary J. Anderson 843-365-3777

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002



THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	37	55	3	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

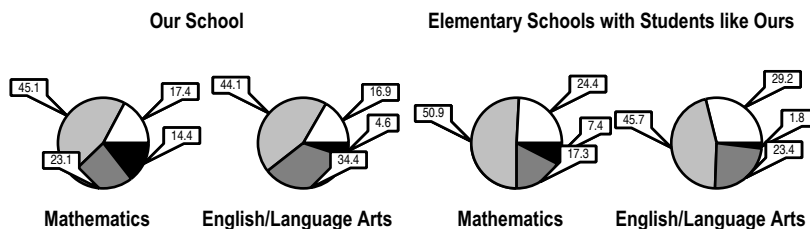
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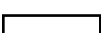
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Excellent	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	30	67	53
Percent satisfied with learning environment	100.0%	95.5%	92.3%
Percent satisfied with social and physical environment	100.0%	91.0%	80.8%
Percent satisfied with home-school relations	93.3%	91.0%	96.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	223	100.0	16.9	44.1	34.4	4.6	39.0	17.6
Gender								
Male	112	100.0	21.9	43.8	33.3	1.0	34.4	17.6
Female	111	100.0	12.1	44.4	35.4	8.1	43.4	17.6
Racial/Ethnic Group								
White	176	100.0	13.8	43.4	37.7	5.0	42.8	17.6
African-American	46	100.0	30.6	47.2	19.4	2.8	22.2	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	178	100.0	11.0	41.6	41.6	5.8	47.4	17.6
Disabled	45	100.0	39.0	53.7	7.3	N/A	7.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	223	100.0	16.9	44.1	34.4	4.6	39.0	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	221	100.0	16.5	44.3	34.5	4.6	39.2	17.6
Socio-Economic Status								
Subsidized meals	153	100.0	20.2	50.4	27.9	1.6	29.5	17.6
Full-pay meals	70	100.0	10.6	31.8	47.0	10.6	57.6	17.6

Mathematics								
All students	223	100.0	17.4	45.1	23.1	14.4	37.4	15.5
Gender								
Male	112	100.0	15.6	51.0	20.8	12.5	33.3	15.5
Female	111	100.0	19.2	39.4	25.3	16.2	41.4	15.5
Racial/Ethnic Group								
White	176	100.0	11.9	46.5	24.5	17.0	41.5	15.5
African-American	46	100.0	41.7	38.9	16.7	2.8	19.4	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	178	100.0	10.4	44.2	27.9	17.5	45.5	15.5
Disabled	45	100.0	43.9	48.8	4.9	2.4	7.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	223	100.0	17.4	45.1	23.1	14.4	37.4	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	221	100.0	17.5	44.8	23.2	14.4	37.6	15.5
Socio-Economic Status								
Subsidized meals	153	100.0	21.7	49.6	19.4	9.3	28.7	15.5
Full-pay meals	70	100.0	9.1	36.4	30.3	24.2	54.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	45	N/A	11.1	44.4	42.2	2.2	44.4
	Grade 4	44	N/A	4.5	54.5	40.9	N/A	40.9
	Grade 5	39	N/A	15.4	64.1	20.5	N/A	20.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	74	100.0	12.1	27.3	51.5	9.1	60.6
	Grade 4	73	100.0	20.3	53.1	21.9	4.7	26.6
	Grade 5	76	100.0	18.5	52.3	29.2	N/A	29.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	45	N/A	20.0	40.0	28.9	11.1	40.0
	Grade 4	44	N/A	4.5	52.3	27.3	15.9	43.2
	Grade 5	39	N/A	10.3	48.7	25.6	15.4	41.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	74	100.0	22.7	37.9	22.7	16.7	39.4
	Grade 4	73	100.0	20.3	43.8	17.2	18.8	35.9
	Grade 5	76	100.0	9.2	53.8	29.2	7.7	36.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 427)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.1%	Up from 1.0%	2.7%	2.4%
Attendance rate	95.4%	Up from 95.3%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	14.3%	Up from 12.8%	11.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.8%	Down from 10.0%	8.6%	8.0%
Older than usual for grade	0.7%	N/A	1.3%	1.1%
Suspended or expelled	0.0%	Down from 0.7%	0.0%	0.0%

Teachers (n= 29)				
Teachers with advanced degrees	55.2%	Down from 56.5%	46.6%	50.0%
Continuing contract teachers	82.8%	Down from 87.0%	85.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.9%	No change	86.0%	86.2%
Teacher attendance rate	96.4%	Up from 95.0%	95.3%	95.3%
Average teacher salary	\$41,456	Up 1.7%	\$39,347	\$39,909
Prof. development days/teacher	11.4 days	Up from 10.7 days	12.4 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio	20.4 to 1	Up from 18.6 to 1	18.6 to 1	18.9 to 1
Prime instructional time	91.5%	Up from 89.5%	89.5%	89.7%
Dollars spent per pupil*	\$6,335	Up 2.3%	\$5,896	\$5,892
Percent spent on teacher salaries*	63.5%	Down from 64.3%	66.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.7%	Down from 99.7%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002 -2003 school year was a productive one at Kingston Elementary. We began the school year in a new facility, which helped our school staff provide enhanced learning opportunities to all students. Our student population increased by approximately 150 and our teaching staff increased by six. Two of these teachers are National Board certified. Everyone worked together to provide a challenging and supportive learning environment for all students. Highlights of our accomplishments include 100% participation by parents in Personalized Learning Plan conferences, 100% participation by parents, students, and teachers in the signing of compacts, and 98% of our students attained a reading text level of "3" or above by the end of kindergarten.

Our students participated in benchmark testing, monthly writing prompts, integrated use of technology, after school tutorial sessions, and remediation/enrichment groups.

This year we also participated in the district's pilot of MAP (Measures of Academic Progress) program. Participation in this program allowed teachers to gain additional data to measure student performance. Responsible citizenship was practiced by participation in a recycling service learning project benefiting Camp Can Do.

Kingston Elementary teachers and staff worked diligently each day. We made strides in meeting performance goals included in our strategic plan and five-year school renewal plan. All of our teachers participated in staff development focusing on reading comprehension strategies for literacy and problem solving for mathematics. Gloria Pritchard was selected as Teacher of the Year. Our Parent Teacher Organization (PTO) provided needed materials for teachers and students. They also hosted published authors to meet with students and share the craft of writing. Events such as Fine Arts Day and Fun Saturday were provided to reinforce positive academic and social behaviors. School Improvement Council worked to increase the number of volunteers involved in school activities. Through these efforts, each classroom was provided with at least one volunteer to tutor students in academic areas. PTO and the School Improvement Council will continue collaborative efforts to increase parent and community involvement.

Achievements of Kingston Elementary are due to the dedication of its students, school staff, parents, and community. The support given to the school is outstanding and genuinely appreciated.

Mary J. Anderson, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.